

**IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH  
GUESSING WORDS TECHNIQUE AT GRADE SEVEN OF  
ISLAMIC JUNIOR HIGH SCHOOL OF ITTIHADUL  
MUSLIMIN KOTO GASIB DISTRICT SIAK SRI  
INDRAPURA REGENCY**



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Praise belongs to Allah Almighty, the lord of universe. By His guidance and His blessing, the researcher has completed this academic requirement. Then, the researcher also conveys peace be upon him to Prophet Muhammad.

This thesis is written and intended to be submitted in partial fulfillment of the requirements for the bachelor degree in English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of the thesis is *“Improving Students’ Vocabulary Mastery through Guessing Words Technique at Grade Seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency”*. In this occasion, the researcher also expresses his sincere thanks and deep gratitude to:

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Pekanbaru, September 2012

The Writer,

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## **ABSTRACT**

**Iin Hidayat (2012): Improving Students' Vocabulary Mastery through Guessing Words Technique at Grade Seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency**

This research is classroom action research. It is investigated to solve the students' problem in learning vocabulary mastery such as some of the students are not able to find the meaning of the words from the texts, they are not able to tell the words that are asked by the teacher, they are not able to differ between noun, verb and adjective, they are not able to translate the English words into Indonesian and they are not able to find the synonym or antonym of the words.

The purpose of this research is to know the improving of students' vocabulary mastery by using guessing words technique at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. It was conducted in two cycles and every cycle consisted of three meetings. The number of this research was the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency.

The instruments of this research are test and observation sheet. The test is used to know the students' vocabulary mastery score while the observation sheet is used to know the teaching and learning process using guessing words technique. The researcher concluded that using guessing words technique could improve the students' vocabulary mastery.

There are some factors that influence the students' improvement in learning vocabulary. The first, the students feel that the guessing words technique helpful to improve their vocabulary mastery. The second, the students have braveness to identify the meaning of unfamiliar words. The third, the students can identify the synonyms or antonyms, noun, adjective and verb easily. The fourth, the students' vocabulary mastery improves by using guessing words technique.

The researcher concludes that, the use of guessing words can improve the students' vocabulary mastery at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. It also motivate the students to learn English seriously.

## الملخص

الين هدايت ( ) : زيادة إتقان المفردات الطلاب من خلال تقنيات الحزورات في  
الصف السابع المدرسة الثانوية الحكومية الإسلام اطحاد  
المسلمين كوتو كاسب منطقة سيك سري إندرا بورا منطقة

هذا البحث هو عمل الطبقة. ان يتم التحقيق فيها من أجل حل مشاكل الطلاب في تعلم  
ت وبعض الطلاب لا يمكن العثور على معنى من الكلمات من النص، فإنها لا يمكن أن  
تكون يعلم الأعضاء عبارة طلب من قبل المعلم، فإنها لا يمكن معرفة الفرق بين الأفعال والأسماء و  
الطبيعة، فهي ليست قادرة على ترجمة الكلمات للإنجليزية إلى الإندونيسية، وأنها لا يمكن أن تجد  
مرادفات أو المتضادات.

الغرض من هذه الدراسة هو معرفة زيادة على إتقان مفردات اللغة باستخدام تقنيات  
لتخمين كلمة طلاب الصف السابع المدرسة الثانوية الحكومية الإسلام اطحاد المسلمين كوتو  
كاسب منطقة سيك سري إندرا بورا. وكانت عدد العينات في هذه الدراسة طلبة الصف السابع  
البحث الصك هي اختبار ورقة الملاحظة. يتم استخدام اختبار لتحديد إتقان الطلبة  
لعشرات المفردات بينما رقة المراقبة المستخدمة لتحديد عملية التعلم باستخدام تقنية تمثيلية.

عدة عوامل تؤثر على زيادة في عدد الطلاب في تعلم المفردات. أولاً، رأى الطلاب أن  
تنيات التخمين كلمة تساعد على تحسين المفردات الخاصة بهم. الثانية، والطلاب لديهم الشجاعة  
لتحديد الكلمات التي ليست علنية. ثالثاً، تحديد الطلاب المرادفات أو الكلمات المتضادات،  
والأسماء، والصفات والأفعال مع سهولة. الرابع والطلاب زيادة المفردات باستخدام تمثيلية.

وخلص الباحثون إلى أن استخدام تقنيات الحزورات زيادة إتقان المفردات الطلاب من  
خلال تقنيات الحزورات في الصف السابع المدرسة الثانوية الحكومية الإسلام اطحاد المسلمين  
كوتو كاسب منطقة سيك سري إندرا بورا منطقة. فإنه يحفز أيضا الطلاب على تعلم اللغة  
الإنجليزية على محمل الجد.



## **ABSTRAK**

### **Iin Hidayat (2012): Meningkatkan Penguasaan Kosakata Siswa melalui Teknik Tebak Kata di Kelas Tujuh SMP Islam Ittihadul Muslimin Koto Gasib Kabupaten Siak Sri Indrapura Kabupaten**

Penelitian ini merupakan penelitian tindakan kelas. Hal ini diselidiki untuk memecahkan permasalahan siswa dalam belajar penguasaan kosakata seperti beberapa siswa tidak dapat menemukan arti dari kata-kata dari teks, mereka tidak dapat memberi tahu kata-kata yang diminta oleh guru, mereka tidak dapat membedakan antara kata benda, kata kerja dan kata sifat, mereka tidak mampu menerjemahkan kata-kata bahasa Inggris ke bahasa Indonesia dan mereka tidak dapat menemukan sinonim atau antonim.

Tujuan penelitian ini adalah untuk mengetahui adanya peningkatan pada penguasaan kosakata dengan menggunakan tehnik menebak kata pada siswa kelas tujuh SMP Islam Ittihadul Muslimin Koto Gasib Kabupaten Siak Sri Indrapura. Jumlah sampel dalam penelitian ini adalah siswa kelas tujuh.

Instrumen penelitian ini adalah tes dan lembar observasi. Tes digunakan untuk mengetahui skor kosakata penguasaan siswa sedangkan lembar observasi digunakan untuk mengetahui proses belajar mengajar menggunakan teknik tebak kata.

Beberapa faktor yang mempengaruhi peningkatan siswa dalam mempelajari kosa kata. Pertama, siswa merasa bahwa teknik menebak kata membantu meningkatkan penguasaan kosa kata mereka. Kedua, siswa memiliki keberanian untuk mengidentifikasi kata-kata yang tidak umum. Ketiga, siswa dapat mengidentifikasi sinonim atau antonim kata, kata benda, kata sifat dan kata kerja dengan mudah. Keempat, penguasaan kosa kata siswa meningkat dengan menggunakan teknik tebak kata.

Penulis menyimpulkan bahwa penggunaan teknik tebak kata can meningkatkan penguasaan koka kata siswa kelas tujuh SMP Islam Ittihadul Muslimin Koto Gasib Kabupaten Siak Sri Indrapura Kabupaten. Hal ini juga memotivasi siswa untuk mempelajari bahasa Inggris dengan serius.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Learning vocabulary is important for learners since vocabulary knowledge, as one of the basic components plays an important role among the four language skills. It gives contribution to learners to perform their skills better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor. In short, by having too limited vocabulary, the students find it difficult to master language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary mastery must be on the first priority in English language teaching.

Vocabulary is also one of the components in a text, conversation, or written. Without vocabulary, we cannot achieve the purpose of conversation, reading and we cannot write anything. Teacher should help their students in learning new vocabularies. The teacher should use many strategies, methods, and approaches to help students in memorizing new vocabularies. The teacher should combine the strategies, methods and approaches to make students have fun in memorizing new vocabularies because remember words make the students are boring and easy to forget.

Vocabulary is an important component of acquiring a new language system. It is used to understand forms, phrases, and sentences to convey the meaning of the words in text. That is why the function of vocabulary is very



crucial in comprehending the spoken and written language because it is the total number of words that rules for making up a language. As River in Nunan, the acquisition of the adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable to use structural and function words that we have learned for comprehensible communication.<sup>1</sup>

Based on the writer's experience in teaching English at Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency, the school implements English KTSP (School Based Curriculum). In the KTSP, english is taught two meetings x 40 minutes in a week. One of the language components that should be learn by the students is vocabulary. According to the curriculum, the students of grade seven at junior high school should learn numbers, classroom objects, parts of the school, family words, parts of things, parts of body, pronoun, adjective, verb, adverb, etc.<sup>2</sup>

To achieve the goal of curriculum, the writer has implemented repetition drill method in teaching vocabulary. Repetition drill is a method of teaching technique used for practicing sound or sentence partners concerned with the fixation of specific association for automatic recall. The final goal is a more or less effortless exchange of ideas in real – life conversation. A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. There are different kinds of drilling,

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<sup>1</sup>Nunan, David, *Language Teaching Methodology*, (Britain: Prentice Hall, 1991), p. 36.

<sup>2</sup>Depdiknas, *Standard Kompetensi and Kompetensi Dasar Tingkat SMP/MTs*, (Pekanbaru: Dikpora, 2006), p. 25.

such as choral drill, which involves the whole class, and substitution drill, where the teacher changes the cue words after each repetition.<sup>3</sup>

However, after applying repetition drill method, most of the students are not able to master the vocabularies. From the daily test, there are 67% of students who are not able to achieve the criteria of minimum passing score that has been specified 70 and only 33% of students can reach the criteria of minimum passing score. The students' problems can be seen from the symptoms below:

1. Some of the students are not able to find the meaning of the words from the texts
2. Some of the students are not able to tell the words that are asked by the teacher
3. Some of the students are not able to differ between noun, verb and adjective
4. Some of the students are not able to translate the English words into Indonesian.
5. Some of the students are not able to find the synonym or antonym of the word

To overcome the students' problems above, the writer will try to use Guessing Words. Many of non - native students, the Indonesian students in this case, when they are reading an English article or textbook, they often stop and look up the dictionary to know the meaning of each unfamiliar word. This may be a useful way to develop their vocabulary, but it is inefficient in reading

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<sup>3</sup>Tice, *Drilling 1*, (<http://www.teachingenglish.org.uk/think/articles/drilling-1.8> October, 2004).

comprehension. The students perhaps will spend a great amount of time to read even a very simple paragraph. They do not realize that they also often come across many unfamiliar words when they read an article or textbook written in their mother language (Indonesian), but they continually keep on reading. The students are not expected to know all words in English texts. By guessing words meaning the students will be able to figure out the meanings of words without consulting the dictionary.<sup>4</sup>

Thus, the writer is interested in doing a research entitled “Improving Students’ Vocabulary Mastery through Guessing Words Technique at Grade Seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency”.

## **B. Identification of The Problem**

All people include the students want to be master in English but most of students always have problems and difficulties to learn vocabularies in English. The problem might come from the teacher, students, and method. The students’ problem is the difficulty in learning vocabulary, such as the students are not able to find the meaning of the words from the texts, they are not able to tell the words that are asked by the teacher, they are not able to differ between noun, verb and adjective, they are not able to translate the English words into Indonesian and some of the students are not able to find the synonym or antonym of the words. The students also have low motivation in learning English

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<sup>4</sup>Iis Kurnia, *Guessing Word Meaning in Reading Comprehension*, (Majalah Ilmiah Unikom, Vol. 5, 2010), p.57.

because they assume that English is very difficult. Next, the problem comes from the teacher's methods in teaching such as the method or strategy is not interesting, monotonous, hence the students become bored. The teacher come to the class, introduce the new words, ask the students to pronounce the words, mention the spelling, and give the definition. In this case, the teaching methods used by the teacher are monotonous, not interesting, and cannot help the students to master the new vocabulary.

### **C. Limitation of the Problem**

In order to focus the point of discussion in this research, the reseacher limits in the terms of noun, adjective and verb by using guessing words technique.

### **D. Formulation of the Problem**

Dealing with the limitation of the problem, this research questions can be formulated as "How does guessing words technique improve the students' vocabulary mastery at grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency.

### **E. Purposes of the Research**

The purposes of this research is to know the improvement of the students' vocabulary mastery by using guessing words technique at grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency.

## **F. Needs of the Research**

After doing this research, it is hoped that this research will give advantages as follows:

1. To help the students in improving their vocabulary mastery.
2. To help the teacher find a good technique in teaching English especially vocabulary.
3. To help students understand English vocabulary.

## **G. Definition of the Key Terms**

1. Guessing words means figure out the meanings of words without consulting the dictionary.<sup>5</sup> In this research, the guessing word means the students' way to understand the texts without translating the words into their language without the dictionary.
2. Vocabulary is a set of lexeme, including single word, compound words, and idioms.<sup>6</sup> In addition, mastery is great skill or knowledge that has someone to do something. In this research, vocabulary mastery means the total number of words that students have.

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<sup>5</sup>Iis Kurnia, *Ibid.*, p.57.

<sup>6</sup>Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia, VVP, 1992), p. 400.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Guessing Words Technique**

##### **1. The Concept of Guessing Words Technique**

Many of non - native students, the Indonesian students in this case, when they are reading an English article or textbook often they have to stop and look up the dictionary to know the meaning of each unfamiliar word. This may be a useful way to develop their vocabulary, but it is inefficient in reading comprehension. The students perhaps will spend a great amount of time to read even a very simple paragraph. They do not realize that they also often come across many unfamiliar words when they read an article or textbook written in their mother language (Indonesian), but they continually keep on reading. The students are not expected to know all words in English texts. By guessing words meaning the students will be able to figure out the meanings of words without consulting the dictionary.<sup>1</sup>

Interest in the relationship between vocabulary and reading comprehension has a long history in the research of L2/FL reading. Observing the performance of FL/L2 readers, confronted with unknown vocabulary, it is noted the important role of vocabulary as a predictor of overall reading ability. In fact, second/foreign language readers often cite “lack of adequate vocabulary as one of the obstacles to text comprehension”. In certain contexts, a sentence or even an entire paragraph might become incomprehensible because of the occurrence of even a small

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<sup>1</sup> Iis Kurnia, *Guessing Word Meaning in Reading Comprehension*, (Majalah Ilmiah Unikom, Vol. 5, 2010), p.57.

number of unknown vocabulary items. Since the development of psycholinguistic models of reading, researchers and teachers alike argue that the best way to handle the unfamiliar words in the text is by drawing inferences from the rest of the text. Readiness to guess from context is what distinguishes a good reader from a bad one.<sup>2</sup>

From the explanation above, there are many Indonesian students who graduated from secondary school, even from universities, who still have difficulties in reading English journals or textbooks. They read word by word and they stop reading when they find some difficult words. They believe that they can interpret the text if they understand every word. They are also translating while they are reading. In fact, good readers do not read word by word but read groups of words and they try to guess the difficult words.

Actually, in our country students still depend a great deal on their teacher. They become the passive reader; they only answer the questions when the teacher asks them. In academic situation, the students are expected to be active readers. One of the reasons is that the students are going to read many texts written in Indonesian or English. The text can be from journals, newspapers, or textbooks.

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<sup>2</sup>Levine, Adina and Thea Rever, *Interplay Between Reading Tasks, Reader Variables and Unknown Word Processin*, Volume 3, Number 2, (<http://www.tesl-ej.org/wordpress/issues/volume3/ej10/ej10a1/>, March 1998).

## 2. The Ways of Using Guessing Words Technique

There are many ways of using guessing words technique as follows:

- a. Context - If the word is used in a sentence, look at the other words and see if they give clues to the word's meaning. This may help to guess, at least, part of the words' meaning. Example, "Proximal' refers to points on the body that are close to the torso, as opposed to 'distal.'

Given the context of the sentence, we can see the word "opposed" which means "to be opposite of." If 'proximal' is opposite of 'distal' we can conclude that the word distal likely is used to refer to parts of the body that are far from the torso, like fingers. At this point, you can look up the dictionary to check your guessing.

- b. Structure - Probably the most important skill when it comes to understanding words. The internal structure of words is called morphology. Morphology consists of morphemes--which are minimal units of meaning, rules for combining them into words, and rules for pronouncing the resulting words.
- c. Using your understanding of morphology helps break down a word into smaller pieces so that you can guess what it means. For example, let use nonsense word, say, POIB.

- 1) What would POIB-able mean? (Capable of being POIBed)
- 2) What is the word class of POIB-able? (Adjective)
- 3) So, what is the word class of POIB? (Verb)



4) This exercise is to show how we can make some assumptions about the word we do not know simply by how it is used in the sentence and what affixes are attached to it (affixes are a type of morpheme). This is how we can tell the word class: noun, verb, adjective, adverb, etc.

- d. Morpheme - A morpheme may be a word or less than a word. (Example: nation, re-, -al). Morphemes cannot be broken down into smaller units.

Types of Morphemes: Prefixes, Suffixes, Infixes, Plurals, Possessives, and base (root) words.

1) Free morphemes are words that can stand on their own and have meaning. For example, "nation" does not require a prefix or a suffix attached to it to make sense. It is a word by itself.

2) Bound Morphemes cannot stand on their own and must be attached to another morpheme to create a word. For example, "dental" = dent + al. Together they make a word, but neither "dent" nor "al" are words themselves. All affixes are bound morphemes. Some base (root) words are bound.

- e. Affixes - anything that is added to a base (root) word. Determine how the affix affects the base (root) word it is attached to. Examples of affixes that change word class (i.e. from a verb to adverb) -er, -ly, -al, -y, -ish. Examples of affixes that add to meaning of the base (root) word. anti-, omni-, re-, -s, -ed, dis-

- f. Now that we understand what a morpheme is. The next step is to take your word and try to break it down into morphemes. Let us use the word "predetermined" as our example. Predetermined= pre + determine + ed. We may know that the base (root) word 'determine' means to decide; the prefix 'pre' means before, and the suffix 'ed' is used to mean the past tense of a verb. Therefore, "predetermined" would mean to have already decided the outcome of something before it happened. Another example: quadruped = quadru + ped, meaning four feet. Both "quad" and "ped" are bound morphemes that must be attached to another morpheme to create a word.
- g. Know our Roots - Sometimes after we break down the word, you still may not know the meaning because we do not know what the base (root) word means. Let us say that you did not know the above root word "ped" was a Greek origin word meaning 'feet.' How could we try to guess what it meant?

- 1) Think of other words you know that have "ped" in them?
- 2) What do these words have in common?

Example: pedestal, pedal, pedestrian, millipede

We guessed it, FEET!

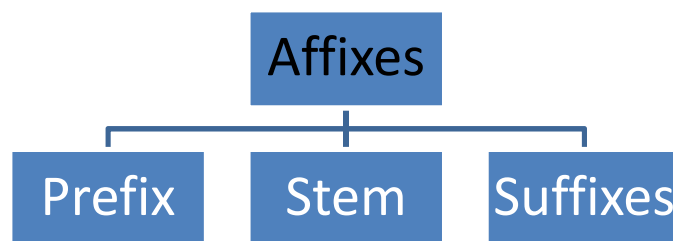
h. From the strategies above, we can usually guess what a word means.

If we are taking a test, use what we have assumed about the word to help with the process of elimination.<sup>3</sup>

In addition, guessing word meaning can be used by using some ways below:<sup>4</sup>

**a. Using Affixes (Prefix and Suffix) to guess vocabulary**

It is often possible to guess the meaning of the unfamiliar words if we understand the way words in English are generally formed.



Many English words are made up of a combination of three words elements: a prefix, a stem, and a suffix.

**1) Prefix**

According to the Oxford Dictionary, A prefix is syllable, e.g. pre- or un-, placed in front of a word to change its meaning, a word element placed at the beginning of a root or stem. The definition of Prefix according to the Oxford Dictionary is syllable, e.g. pre- or un-, placed in front of a word to change its meaning. Pre- means ‘before’; a prefix, therefore, is what comes before the stem. It usually changes the

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<sup>3</sup>Delgado, Jami, *How to Guess What a Word Means*, ([http://www.ehow.com/how\\_2091258\\_guess-what-word-means.html](http://www.ehow.com/how_2091258_guess-what-word-means.html), 2010).

<sup>4</sup>Iis Kurnia, *Op. Cit.*, p. 59-62.

meaning of the word. For example, the prefix un- changes a word to the negative. Unpredictable means not be able to be predicted, unruly means not easy to control, unsightly means not pleasant to look at.

Another example is the prefix bi -, which has the meaning of two or twice. It can be found in the words like bilateral; the definition according to Oxford Dictionary is between two sides; bilingual means speaking or using two languages.

## **2) Stem**

Stem or root is a word element, often taken from Latin or Greek, that serves a base to which other elements are added to modify the root itself. The stem will not be specifically discussed in this research.

## **3) Suffix**

Suffix is the word element that is attached to the end of a root or word. Both prefixes and suffixes change the meaning of the root and form a new word. For Example: The root word “act”. The word will change in form, meaning and function when different prefixes and suffixes are added. “act” Action, actor, actress, acting, active, actively, acted, activate, react, deactivate, reaction, reactor, activity.

The series of the words above show us that by using the affixes one root word of “act” can be changed in various meanings and forms.

## **b. Using Context to Guess Word Meaning**

Building a powerful vocabulary means more than learning new words. It means learning new ways to think about words. In the previous

subject, we can guess the word meaning by learning how most English words are formed (prefix-root-suffix) in the following matter you will learn some thinking skills that will help you guess the meaning of unknown words.

Context is the sentence or sentences around a word. You can often guess the meaning of words you do not know by using the context. Students sometimes learn to guess a word they do not know by looking at how it is used in a sentence, that is, by looking at its context. Understanding words through context will be helpful in reading process. There are some common ways in guessing difficult words by context:

- 1) Using a short definition with a verb “to be” e.g. *A catlass is a short curved sword.*
- 2) Using Appositives e.g. *Mercury, the silver-colored metal used in thermometers, is usually in a liquid form.*
- 3) Using Clauses e.g. *Airships, which are cigarshaped, steerable balloons, have many uses, such as filming, advertising and entertainment*
- 4) Using Punctuations e.g. *In laser printing, the greater the number of dpi (dots per inch), the higher the quality of the image produced.*
- 5) Using Contrasts e.g. *The bite of garter snake, unlike that of the deadly cobra, is benign.*

- 6) Using Synonyms (Usually expressed in a word “or”) e.g. *The husky, or sled dog, of the North is a hardly breed.*
- 7) Using Examples, e.g. *Percussion instruments, such as drums, cymbals and tambourines, were the preferred instruments in the study.*

From the explanation above, many aspects can be used in reading comprehension by using guessing word. In this research, the writer only will use the kinds of context to guess word meaning, they are using a short definition with a verb “to be”, appositives, clauses, punctuations, contrasts, synonyms (Usually expressed in a word “or”), and Examples.

## **B. Vocabulary Mastery**

### **1. The Concept of Vocabulary Mastery**

Vocabulary mastery is the important aspect in learning a foreign language. Students will improve much if they learn more words and expressions. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.’ Thus, vocabularies are the flesh of a language while grammar is the skeleton. In order to be able to use the language productively, students must know certain amount of vocabularies, not only for communicating orally, but also written. It is in line with the concept of communicative approach in which learners have a big chance to use the language directly in classroom activities. This approach is useful in improving students’ vocabularies. Through the approach,

students are forced to use the language directly in either spoken or written communication.

Mastering vocabulary is important for learners since vocabulary knowledge, as one of the basic components plays an important role among the four language skills. It gives contribution to learners to perform their skills better. It is impossible for the students to perform their English appropriately, if their vocabulary is very poor. In short, by having too limited vocabulary, the students find it difficult to master language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary ability must be on the first priority in English language teaching.

Vocabulary mastery is very important in learning English particularly in vocabulary mastery. The main reason for this are: First, vocabulary is used as the main tool to understand forms, phrases, sentences, and words itself in texts. Therefore, in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.<sup>5</sup>

Three main principles appear to underline effective vocabulary teaching. First, learner should be provided with both definitional and contextual information about words. Second, learners should be encouraged to process information about words at deeper level. Finally, for ESL learner they should multiple expose word.<sup>6</sup>

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<sup>5</sup>Huyen, Nguyen Thi Thanh and Khuat Thi Thu Nga, *Learning Vocabulary Through Games*, Hanoi University of Foreign Studies, (<http://www.asian-efl-journal.com/march02.sub.htm>, 2003), p. 4.

<sup>6</sup>Hearly, Deborah, *Approaches of Teaching Vocabulary*, English Language Institute Technology Tip of Month, (<http://www.oregonstate.edu/dep/eli/feb.2000.htm/>, 2000), p. 4.

At least there are two matters that must be owned by someone in learning English properly.

- 1) Amount of vocabulary is enough. This Vocabulary can be got from several of sources namely can be got in the form of reading materials or discussion result with friend.
- 2) The usage of vocabulary obtained. English students sometimes most often forget this. They sometimes had have a number of vocabularies, nevertheless because they are lazy to use it in many opportunities, so their vocabulary amount that have been lost with useless.<sup>7</sup>

Based on the explanation above it can be known that in learning English, vocabulary ability play vital importance role. Both of them is two inherent language components one with other. Vocabulary is dominated when someone comprehend in reading, conversation, or article. Without vocabulary, it is impossible for us to reach target.

## **2. The Importance of Vocabulary Mastery**

Vocabulary knowledge in the mother tongue as well as in a foreign language continues to deepen throughout lifetime: as you grow older, you continue to learn nuances and subtle distinctions conveyed by words. Most of the research done on semantics supports the conclusion that there is progressive differentiation of word meanings with increasing age and experience.<sup>8</sup>

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<sup>7</sup>Pora, Yusran, *Develop Your Vocabulary Grammar and Idiom*, (Yogyakarta: Pustaka Pelajar, 2007), p. 1.

<sup>8</sup>Anderson and Freebody, *Vocabulary Acquisition: a Neglected Aspect of Language Learning, Language Teaching and Linguistics*, (<http://www.llas.ac.uk/resources/gpg/1421>, 2010).



Much of what is written on word knowledge goes back to the wellknown vocabulary knowledge framework. Seven aspects of word knowledge. In his view, “knowing a word” means:

1. Knowing the degree of probability of encountering the word in speech or print,
2. Knowing the limitations imposed on the use of the word according to function and situation,
3. Knowing the syntactic behaviour associated with the word,
4. Knowing the underlying form of a word and the derivations that can be made of it,
5. Knowing the associations between the word and other words in the language,
6. Knowing the semantic value of the word, and
7. Knowing many of the different meanings associated with the word.<sup>9</sup>

Applied linguists seem to agree that the same continuous idea of incremental expansion of vocabulary knowledge also applies to the transfer from receptive to productive mastery. The learning of a word is thought to progress from receptive to productive knowledge. This means that a word that can be correctly used, is assumed to be understood by the user, when heard or seen.

The opposite however, is not necessarily true. Passive vocabulary size is thus considered to be larger than the active size even though it is not clear how much larger it is. Framework for vocabulary knowledge, therefore distinguishes

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<sup>9</sup>Richards, Jack C, *et al.*, *Longman Dictionary of Language Teaching and Applied Linguistics*, (Malaysia, VVP, 1992), p. 400.

second types of word knowledge that are specified both for receptive and productive knowledge.<sup>10</sup>

### 3. Word

There are some definitions of the term *word*. Longman dictionary of American English stated that word is written representation of one or more sounds that can be spoken to represent an idea, object, etc. The term *word* is a unit of linguistic analysis which has these characteristics: (1) insolubility, means that words can be pronounced in isolation from other words, (2) mobility, means that words are item which can be moved around within a sentence to form new sentences, and (3) phonological independence which means that words are correspond to the minimal units of phonological analysis.<sup>11</sup>

### 4. Class of Word

The classes of word can be divided into eight different classes such as nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners. There are two crude divisions of word that is content words (lexical words) and function words (grammatical words). Content words are those that carry high information load such as nouns, verbs, adjectives, and adverbs. The membership is unrestricted and still allow for the addition of new members.

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<sup>10</sup>Nation, *We Acquire Vocabulary and Spelling by Reading: Additional Evidence for the Input Hypothesis*, Modern Language Journal 73:440-64, (<http://www.llas.ac.uk/resources/gpg/1421,1990>).

<sup>11</sup>Jumarirati, *Improving the Vocabulary Mastery of EFL Student*, Jumariati's article, (<http://pbingfkipunlam.wordpress.com/2010/01/01/improving-the-vocabulary-mastery-of-efl-students/>, 2010).

Meanwhile function words are words that mainly contribute to the grammatical sentence such as prepositions, conjunctions, determiners, and pronouns. The membership is restricted and definite.<sup>12</sup>

## 5. Formation of Word

There are many ways of words formation. These develop and enrich vocabularies of a language. In English, the common word formation processes are (1) derivation, (2) compounding, (3) acronyms, (4) back formation, (5) blending, (6) clipping, (7) coinage, (8) functional shift, (9) false etymology, and (10) proper names. Below is the definition of each process.<sup>13</sup>

- a. Derivation: The process derives new words by using prefixes and suffixes. Some common prefixes are *anti-*, *dis-*, *in-*, *pre-*, *post-*, *un-*, and *re-*. Some common suffixes are *-ation*, *-able*, *-al*, *-er*, *-ed*, *-ful*, *-ity*, *-ing*, *-ly*, *-ness*, and *-y*. For instance, from the word *believe* (verb) can be derived into some adjectives by adding prefix and suffix like follow: *believable*, *unbelievable*.
- b. Compounding: The process forms new words by putting together two or more existing words. For instance by combining noun and noun like *girlfriend*, *landlord*, or *mailman*.
- c. Acronyms: The process forms new words by uniting the initial sounds or letters of words then pronounceable as a new separate word. For

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<sup>12</sup>Jumarirati, *Ibid.*, 2010.

<sup>13</sup>Jumarirati, *Ibid.*, 2010.

example the word *laser* from *light amplification through the stimulated emission of radiation* or *UN* from *United Nation*.

- d. Back Formation: The process uses analogy in a rather backwards manner to derive new words. For instance the word *revise* is derived from the word *revision*.
- e. Blending: It is the process that combines parts of two words, usually the initial part of a word and the last part of another word. For example the word *brunch* is the blending from *breakfast* and *lunch*.
- f. Clipping: The process derives new words by shortening the words so it is easy to be pronounced without paying attention to the derivational morphology of the word. For instance the word *dorm* from the word *dormitory* and the word *lab* from *laboratory*.
- g. Coinage: The process derives new words by using no morphological methods but just take the brand of some products to name the things refer. For example the word *aqua* to name all bottled mineral water and the word *Kodak* to name any kind of camera.
- h. Functional Shift: The process derives new words by moving the part of speech of a word and no changing of its form. For instance, the word *run* can be used as noun and as verb.
- i. Morphological Misanalysis: The process derives new words by introducing new words taken from similar words. This can be because of actual misunderstanding, or intentional (creative) extension of morphemes. For instance, the word *workaholic* derives from *alcoholic*.

- j. Proper Names: The process derives new words from names of persons connected with them. For example the word *watt* from *James Watt* the name of the person who invented electricity.

These processes of words formation can be introduced to students in order to give them the rule of deriving new words that they can apply and to improve their vocabularies. The knowledge of words and words formation processes is beneficial to help the students in learning vocabularies. First, they can learn the principles in forming words. Then, the knowledge leads them to be productive and creative that is by applying the principles in order to ‘create’ words. As the result, they may improve their vocabularies.

### **C. Relevant Research**

There are some related studies that had been done by some researchers that related to vocabulary. One of them is “the Use of Flash Cards to Improve the Vocabulary Mastery of the Fourth Year Students of SD 07 Rambah Pasir Pengaraian – Rokan Hulu by Tati. This research was classroom action research. The formulation of the research was: does the teaching of vocabulary by using flash card give better result on the English vocabulary achievement by the fourth year students of SD 07 Rambah. The research findings of the research are:

1. The students’ average score in pre-test was 52.00. It means it was below than 60 as minimum score of English at SD Negeri 07 Rambah.

2. The use of flash cards in the first cycle did not achieve the vocabulary mastery maximally. The average score in first post test was 58.53. It was also below than minimum score of English.
3. The use of flash cards in the second cycle could achieve the criteria of success of the research that has been determined. The average score in second post test was 68.00. It means the average score upper than 60 as minimum score.
4. The research implementation was successful; in the second cycle.
5. The increase of the students also can be shown from observation table in the first cycle and second cycle. The active students in the classroom activities increased in the second cycle.
6. The use of flash cards can increase the vocabulary mastery of the third grade students of SD Negeri 07 Rambah.<sup>14</sup>

From some studies above, it can be concluded that cards is one of media that can be used to increase the students' vocabulary mastery. It makes the students enjoyed and interested in learning vocabulary. But, in this research the researcher will use guessing words technique to solve the students' problem in the classroom related to their vocabulary mastery in classroom action research. The researcher wants to find out whether or not guessing words technique improve the students' vocabulary mastery at grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency.

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<sup>14</sup>Tati, *The Use of Flash Cards to Improve the Vocabulary Mastery of the Fourth Year Students of SD 07 Rambah Pasir Pengaraian – Roka Hulu*, (UNRI: Unpublished Thesis, 2009).

#### **D. Hypothesis of the Research**

Hyphothesis of this research is guessing words technique can improve the students' vocabulary mastery at grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency.

#### **E. Indicators of the Research**

##### **1. Teacher's Activity**

- a. Teacher explains how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words
- b. Teacher explains how to use appositives identify the meaning of unfamiliar words
- c. Teacher explains how to use clauses identify the meaning of unfamiliar words
- d. Teacher explains how to use punctuations to identify the meaning of unfamiliar words
- e. Teacher explains how to use contrasts to identify the meaning of unfamiliar words
- f. Teacher explains how to use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words
- g. Teacher explains how to use examples to identify the meaning of unfamiliar words

## **2. Students' Activity**

- a. Students use a short definition with a verb "to be" to identify the meaning of unfamiliar words
- b. Students use appositives identify the meaning of unfamiliar words
- c. Students use clauses identify the meaning of unfamiliar words
- d. Students use punctuations to identify the meaning of unfamiliar words
- e. Students use contrasts to identify the meaning of unfamiliar words
- f. Students use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words
- g. Students use examples to identify the meaning of unfamiliar words

## **3. Students' Vocabulary Mastery**

- a. The students are able to find the meaning of the words.
- b. The students are able to translate words into Indonesia.
- c. The students are able to pronounce the words correctly.
- d. The students are able to differ antonym and synonym
- e. The students are able to use adjective, verb adverb in the sentence correctly

From the indicators above, this research can be said success if the students' vocabulary score get 70 (the criteria of minimum passing sore) above 80% of the students.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Subject and Object of the Research**

The design of this research is A Classroom Action Research (CAR). Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, (c) the situations in which the practice are carried out.<sup>1</sup>

Based on explanation above, classroom action research is the way to apply theories or method in the social real or teaching process. The aim is to improve the condition of social fact or teaching process become well than before. In this research, it is used to improve students' vocabulary mastery.

This research consists of two variables; the independent variable is guessing words technique and the dependent one refers to the students' vocabulary. In addition, the subject of this research was the entire grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency that consisted of 30 students. Furthermore, the object of this research was the students' vocabulary mastery through guessing words technique.

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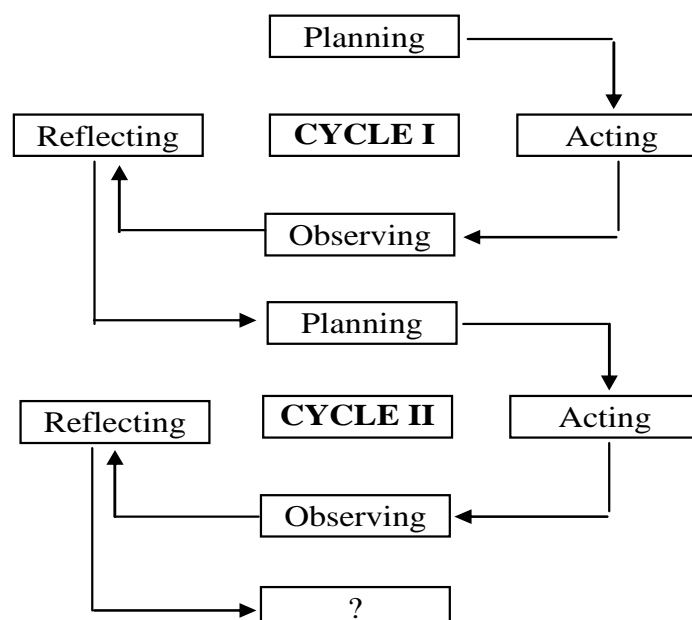
<sup>1</sup>Hopkins, David, *A Teacher's Guide to Classroom Research*, (Buckingham: University Press, 1993), p. 44.

## B. Location and Time of the Research

The research was conducted at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. It was started on July 2011.

## C. Procedure of the Research

The procedure of this research can be seen in the following diagram:<sup>2</sup>



### 1. Planning

In this stage, the researcher prepared everything needed to be done in the research.

In this stage, the researcher did the following:

- Making lesson plan relates to syllabus
- Making students' and teacher observation sheets
- Determining observer of the research

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<sup>2</sup>Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta : Bumi Aksara, 2007), p. 92.

## **2. Action**

In this step, the researcher did the step as follows:

- a. Teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words
- b. Teacher explains how to use appositives identify the meaning of unfamiliar words
- c. Teacher explains how to use clauses identify the meaning of unfamiliar words
- d. Teacher explains how to use punctuations to identify the meaning of unfamiliar words
- e. Teacher explains how to use contrasts to identify the meaning of unfamiliar words
- f. Teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words
- g. Teacher explains how to use examples to identify the meaning of unfamiliar words

## **3. Observation**

In this observation, the researcher gathered evidence to decide whether the students were enjoyed and fun that used the observation table to observe the students’ activity and teaching and learning process. The researcher was helped by an observer as collaborator that observed the teacher and students’ interaction during teaching and learning process. In observation activity, the collaborator used observation sheet.

#### 4. Reflection

In this term, the researcher and collaborator analyzed the result, feedback of action, and interpreted the data to make decision for revised plan in the next cycle or not.

#### D. Data Collection Technique

In collecting the data, the researcher used two kinds of instruments. They were test and observation sheet.

##### 1. Test

The test was taken from the students' English books. The kind of test was multiple choices. It consisted of ten questions. Every question was given score 10 if correct. Therefore, if the students could answer the entire questions, the total score was 100 points. The blue print of the test can be seen below:

**Table III.1**  
**The Blue Print of Pre-Test**

No	Vocabulary Mastery	Number of items	Items Number
1	Noun	1,6,7	3
2	Adjective	2,4,8	3
3	Verb	3,5,9,10	4
<b>Total</b>		<b>10</b>	<b>10</b>

##### 2. Observation

The kind of observation was checklist. It was used to know both teacher's activities in applying guessing words technique and students' activities during teaching and learning process. The indicators of guessing words in teaching vocabulary are as follows:

**Table III.2**  
**Observation of Students' Activities in Learning Vocabulary**  
**by Using Guessing Words Technique**

<b>No</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1	Students use a short definition with a verb "to be" to identify the meaning of unfamiliar words		
2	Students use appositives identify the meaning of unfamiliar words		
3	Students use clauses identify the meaning of unfamiliar words		
4	Students use punctuations to identify the meaning of unfamiliar words		
5	Students use contrasts to identify the meaning of unfamiliar words		
6	Students use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words		
7	Students use examples to identify the meaning of unfamiliar words		

**Table III.3**  
**Observation of Teacher's Activities in Teaching Vocabulary**  
**by Using Guessing Words Technique**

<b>No</b>	<b>Indicators</b>	<b>Yes</b>	<b>No</b>
1	Teacher explains how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words		
2	Teacher explains how to use appositives identify the meaning of unfamiliar words		
3	Teacher explains how to use clauses identify the meaning of unfamiliar words		
4	Teacher explains how to use punctuations to identify the meaning of unfamiliar words		
5	Teacher explains how to use contrasts to identify the meaning of unfamiliar words		
6	Teacher explains how to use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words		
7	Teacher explains how to use examples to identify the meaning of unfamiliar words		

### 3. Field Note

Field note was used to record the detailed of action which the teacher and students in teaching and learning activities. Here was the form of the field note which was used by the teacher in this research.

**Table III.4**  
**Field Note of the Teacher and Students' Activities**

No	Date	Notes	
		Teacher	Students
1			
2			
3			
Etc			

### B. Data Analysis

Data found were analyzed qualitatively and quantitatively. Qualitative means the data were presented in the form of verbal report and they were described in the graphic forms. In this case, the data were gotten from observation sheet. The techniques in analyzing the data as follows: <sup>3</sup>

1. Data Managing: Data are gotten from the data observation and interview will manage in order to get good result and be easy to analyze.
2. Reading the Notes: Here, the researcher reads all field notes that will be found during teaching and learning process deeply.
3. Description: It aims to describe a true setting of guessing words technique. Therefore, the researcher and reader understand about the

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<sup>3</sup>Gay, L.R and Peter Airasian, *Educational Research*, (New Jersey: Prentice-Hall. Inc, 2000), p. 239.

result.

4. Classifying: The data are categorized into small unit based on the data found during research.
5. Interpreting: In this step, the data are interpreted into general conclusion or general understanding.
6. Representing the findings in a written report: Finally, the data are presented in a written report.

After that, the data were analyzed quantitatively. Quantitative means the data were presented in form of numerical report of percentage and were described on the graphic form. Furthermore, to analyze the data and to find out the students' progress in vocabulary taught by using guessing words, the following formula can be used:

### **1. Teacher's Activity**

After the data was gathered from observation, it is analyzed by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

F = Number of Cases

P = Number of Percentage.<sup>4</sup>

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<sup>4</sup>Haris, D.P, *Testing English as a Second Language*, (New York: Mc Graw Book Company, 1974), p. 79.



After getting percentage score, it was consulted to:

- a. 76% - 100% can be categorized “Good”
- b. 56% - 75% can be categorized “Enough”
- c. 40% - 55% can be categorized “Less”
- d. < 40% can be categorized “Bad”.<sup>5</sup>

## 2. Students’ Activity

After the data was gathered from observation, it is analyzed by using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Frequency

F = Number of Cases

P = Number of Percentage.<sup>6</sup>

After getting percentage score, it was consulted to:

- a. 76% - 100% can be categorized “Good”
- b. 56% - 75% can be categorized “Enough”
- c. 40% - 55% can be categorized “Less”
- d. < 40% can be categorized “Bad”.<sup>7</sup>

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<sup>5</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 246.

<sup>6</sup>Haris. D.P, *Op. Cit.*, p. 79.

<sup>7</sup>Suharsimi Arikunto, *Op. Cit.*, p. 246.

### 3. Students' Vocabulary Mastery

After getting the data, it was analyzed by using:

- a. Individual score (KI) can be calculated by using:

$$KI = \frac{\text{students' score}}{\text{total score}} \times 100\%$$

- b. Classical score (KK) can be calculated by using:

$$KK = \frac{JT}{JS} \times 100\%$$

KK = Classical complete

JT = total students of complete

JS = total students

**Table III.5**  
**Classifications of Students' Score**

No	Value	Category
1	80-100	Good to Excellent
2	60 - 79	Average to Good
3	50 - 59	Poor to Average
4	0 - 49	Poor

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Setting of the Research Location**

##### **1. History of the Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency**

Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency was built in 1989. Religious and community leaders are establishment of the schools. They are Ridwan Ali Salami, H. Muslim Mongah, H. Sabran Basri, Syahril Sham, Ramli Jarimin and Burlian Ahyar. Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency changes several leaderships as follows:

- a. Ridwan is a head of the leader from 1989 to 1999
- b. Dirin is a head of the leader from 1999 to now.

Vision and mission of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency are as follows:

- a. Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency has a vision to form the students knowledgeable, cultured, faithful and devoted.
- b. Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency's mission is to realize the reliable generation of Islamic achievement and effective manner.

## 2. Data of the Teachers

**Table IV.1**  
**Data of the Teachers**

No	Nama	Lk/Pr	Jabatan	B. Study
1	Dirin, S. Pd.I	Lk	Kepala Madrasah	Fiqih, Q. Hadits
2	Budi utomo	Lk	Waka Kesiswaan	Bahasa Arab
3	Yusmarian	Lk	Guru	Matematika
4	N. Asmarinda	Pr	Guru	Bahasa Indonesia
5	Endang Kuswati, S. Pd. I	Pr	Waka Kurikulum	Fiqih, SKI
6	Nasriyah	Pr	Guru	Bahasa Inggris
7	Asnawi Burlian, S. HI	Lk	Guru	Bahasa Arab, TIK
8	Iin Hidayat	Lk	Guru	Bahasa Inggris
9	Jasrudin, S. Pd.I	Lk	Waka Sarana Prasarana	Aqidah Akhlak, Penjas
10	Rusiadi	Lk	Guru	Al-qur'an Hadits
11	Mahyudin	Lk	Guru	Aqidah Akhlak
12	Riko Bahayu	Lk	Guru	Kertakes
13	Bastian Ibrahim	Lk	Guru	SKI, IPS
14	Afrizal, A. Ma	Lk	Guru	Al-qur'an Hadits

## 3. Data of the Students

**Table IV.2**  
**Data of the Students**

No	Kelas	Siswa		Jumlah
		Laki-laki	Perempuan	
1	VII	13	17	30
2	VIII	15	16	31
3	IX	15	17	32
Jumlah		43	50	93

### B. Pre – Test Score

Before doing teaching using guessing words technique, the writer did pre-test for the students to know the ability of students' vocabulary mastery. The participants were 30 students. The result of students' vocabulary mastery is as follows:

**Table IV.3**  
**The Students' Score in the Pre-test**

No	Name	Indicators						Total Score	Categories
		Noun	Score	Adjective	Score	Verb	Score		
1	<i>Student 1</i>	2	20	3	30	2	20	70	Average to Good
2	<i>Student 2</i>	2	20	1	10	3	30	60	Average to Good
3	<i>Student 3</i>	1	10	2	20	1	10	40	Poor
4	<i>Student 4</i>	2	20	2	20	2	20	60	Average to Good
5	<i>Student 5</i>	1	10	1	10	1	10	30	Poor
6	<i>Student 6</i>	2	20	1	10	3	30	60	Average to Good
7	<i>Student 7</i>	2	20	2	20	3	30	70	Average to Good
8	<i>Student 8</i>	1	10	1	10	1	10	30	Poor
9	<i>Student 9</i>	2	20	2	20	3	30	70	Average to Good
10	<i>Student 10</i>	2	20	2	20	3	30	70	Average to Good
11	<i>Student 11</i>	2	20	2	20	3	30	70	Average to Good
12	<i>Student 12</i>	1	10	1	10	1	10	30	Poor
13	<i>Student 13</i>	2	20	2	20	3	30	70	Average to Good
14	<i>Student 14</i>	2	20	1	10	3	30	60	Average to Good
15	<i>Student 15</i>	2	20	1	10	1	10	40	Poor
16	<i>Student 16</i>	2	20	1	10	3	30	60	Average to Good
17	<i>Student 17</i>	1	10	2	20	2	20	50	Poor to Average
18	<i>Student 18</i>	2	20	1	10	3	30	60	Average to Good
19	<i>Student 19</i>	2	20	2	20	2	20	60	Average to Good
20	<i>Student 20</i>	2	20	1	10	3	30	60	Average to Good
21	<i>Student 21</i>	1	10	2	20	1	10	40	Poor
22	<i>Student 22</i>	2	20	3	30	1	10	60	Average to Good
23	<i>Student 23</i>	2	20	2	20	3	30	70	Average to Good
24	<i>Student 24</i>	1	10	1	10	3	30	50	Poor to Average
25	<i>Student 25</i>	2	20	1	10	3	30	60	Average to Good
26	<i>Student 26</i>	2	20	2	20	3	30	70	Average to Good
27	<i>Student 27</i>	2	20	2	20	2	20	60	Average to Good
28	<i>Student 28</i>	2	20	2	20	3	30	70	Average to Good
29	<i>Student 29</i>	2	20	2	20	3	30	70	Average to Good
30	<i>Student 30</i>	2	20	2	20	2	20	60	Average to Good
<b>Total</b>		<b>53</b>	<b>530</b>	<b>50</b>	<b>500</b>	<b>70</b>	<b>700</b>	<b>1730</b>	
<b>Average Score</b>			<b>17.67</b>		<b>16.67</b>		<b>23.33</b>	<b>57.67</b>	<b>Poor to Average</b>

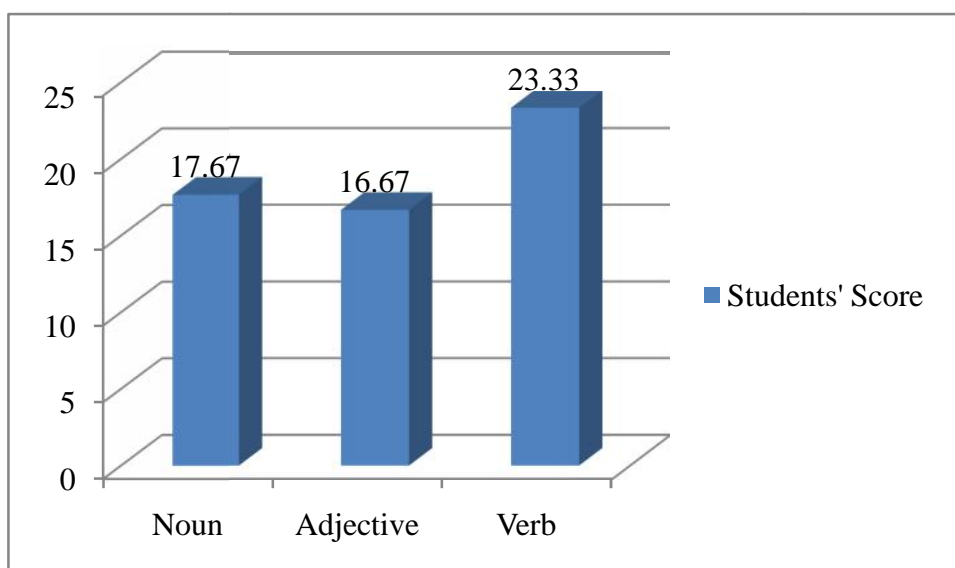
Based on the table IV.3, it can be seen that the total of the students' score in pre-test was 1730 with average score was 57.67 in poor to average category. To know the percentage of the students' score can be seen from the table below:

**Table IV.4**  
**The Percentage of the Students' Score in the Pre-test**

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	0	0%
2	60 - 79	Average to Good	22	73.33%
3	50 - 59	Poor to Average	2	6.67%
4	0 - 49	Poor	6	20%
<b>Total</b>			<b>30</b>	<b>100%</b>

Based on the table IV.4, it can be seen that there was no one student got good to excellent category, 22 students (73.33%) got average to good category, 2 students (6.67%) got poor to average category, and 6 students (20%) got poor category. To know the graphic of students' score can be seen as follows:

**Graphic IV.1**  
**The Students' Score in all Indicators**



## **C. Cycle I**

### **1. Planning**

In this step, the researcher prepared some tools of teaching and learning by using guessing words technique. They were as follows:

- a. Making lesson plans for three meetings.
- b. Making observation sheets to observe students' progress particularly in teaching and learning process for three meetings
- c. Making post-test and answers key
- d. Choosing the materials that were being taught
- e. Determining collaborator

### **2. Action**

#### **a. Meeting 1**

Cycle I, meeting 1 was conducted on Tuesday, 12 July 2011. Teaching and learning process was followed by all the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting and asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher

presented the lesson, practiced and produced the materials by using guessing words technique. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the first meeting by using guessing words technique can be described that in pre-activities, the lesson started by saying “good morning” to the students who were still fresh because the class was held in the morning. Then the researcher built up the students’ condition by asking “how are you today?”, then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students’ motivation and to have good attitude when teaching and learning process.

After asking the students’ prior knowledge, the researcher gave the students a topic and asked them to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students’ ways in understanding the topic, the researcher introduced guessing words technique to the students. Teacher explained how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words. Teacher explained how to use appositives to identify the meaning of unfamiliar words. Teacher explained how to use clauses to identify the meaning of unfamiliar words. Teacher explained how to use punctuations to identify the meaning of unfamiliar words. Teacher explained how to use contrasts to identify the meaning of unfamiliar words. Teacher explained how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words. Teacher explained how



to use examples to identify the meaning of unfamiliar words. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

### **b. Meeting 2**

Cycle I, meeting 2 was conducted on Thursday, 14 July 2011. Teaching and learning process was followed by all the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting and asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using guessing words technique. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using guessing words technique can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important

vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior knowledge, the researcher gave the students a topic and asked them to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students' ways in understanding the topic, the researcher introduced guessing words technique to the students. Teacher explained how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words. Teacher explained how to use appositives to identify the meaning of unfamiliar words. Teacher explained how to use clauses to identify the meaning of unfamiliar words. Teacher explained how to use punctuations to identify the meaning of unfamiliar words. Teacher explained how to use contrasts to identify the meaning of unfamiliar words. Teacher explained how to use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words. Teacher explained how to use examples to identify the meaning of unfamiliar words. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

### **c. Meeting 3**

Cycle I, meeting 2 was conducted on Tuesday, 18 July 2011. Teaching and learning process was followed by all the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura

Regency. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting and asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using guessing words technique. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using guessing words technique can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior knowledge, the researcher gave the students a topic and asked them to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students' ways in understanding the topic, the researcher introduced guessing words technique to the students. Teacher explained how to use a short definition

with a verb “to be” to identify the meaning of unfamiliar words. Teacher explained how to use appositives to identify the meaning of unfamiliar words. Teacher explained how to use clauses to identify the meaning of unfamiliar words. Teacher explained how to use punctuations to identify the meaning of unfamiliar words. Teacher explained how to use contrasts to identify the meaning of unfamiliar words. Teacher explained how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words. Teacher explained how to use examples to identify the meaning of unfamiliar words. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

### 3. Observation

#### a. The Result of Teacher’s Observation Sheet

As long as the teacher did the treatment, the collaborator observed the teacher’s activities. The result of the teacher’s observation is presented below:

**Table IV.5**  
**The Result of Teacher’s Observation**

No	Teacher’s Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher explains how to use a short definition with a verb “to be” to understand the texts		-		-		-	3	0
2	Teacher explains how to use appositives to understand the texts		-		-		-	3	0
3	Teacher explains how to use clauses to understand the texts		-		-		-	3	0
4	Teacher explains how to use punctuations to understand the texts		-		-		-	3	0

5	Teacher explains how to use contrasts to understand the texts		-		-		-	3	0
6	Teacher explains how to use synonyms (Usually expressed in a word “or”) to understand the texts		-		-		-	3	0
7	Teacher explains how to use examples to understand the texts	-		-			-	1	2
<b>Total</b>		<b>6</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>19</b>	<b>2</b>
<b>Percentage</b>		<b>85.7</b>	<b>14.3</b>	<b>85.7</b>	<b>14.3</b>	<b>100</b>	<b>0</b>	<b>90.48</b>	<b>9.52</b>
<b>Category</b>								<b>Good</b>	

Based on table IV.5, can be explained that the teacher’s activities at the first meeting is as follows:

- 1) At first indicator shows that teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.
- 2) At the second indicator shows that teacher explains how to use appositives identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 3) At the third indicator, teacher explains how to use clauses identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the

observer gave the score by using alternative answer “Yes”.

- 4) At the fourth indicator, teacher explains how to use punctuations to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 5) At the fifth indicator, teacher explains how to use contrasts to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 6) At the sixth indicator, teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 7) At the seventh indicator, teacher explains how to use examples to identify the meaning of unfamiliar words. The teacher did not do this indicator because of limitation of the time. Thus, the students also did not this activity. Therefore, the observer gave the score by using alternative answer “No”.

In the second meeting, the teacher’s activities can be explained as follows:

- 1) At first indicator shows that teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar

words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.

- 2) At the second indicator shows that teacher explains how to use appositives identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 3) At the third indicator, teacher explains how to use clauses identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 4) At the fourth indicator, teacher explains how to use punctuations to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 5) At the fifth indicator, teacher explains how to use contrasts to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 6) At the sixth indicator, teacher explains how to use synonyms (Usually

expressed in a word “or”) to identify the meaning of unfamiliar words.

The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.

- 7) At the seventh indicator, teacher explains how to use examples to identify the meaning of unfamiliar words. The teacher did not do this indicator because of limitation of the time. Thus, the students also did not this activity. Therefore, the observer gave the score by using alternative answer “No”.

Furthermore, in the third meeting, the teacher’s activities can be explained as follows:

- 1) At first indicator shows that teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.
- 2) At the second indicator shows that teacher explains how to use appositives identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 3) At the third indicator, teacher explains how to use clauses identify the



meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.

- 4) At the fourth indicator, teacher explains how to use punctuations to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 5) At the fifth indicator, teacher explains how to use contrasts to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 6) At the sixth indicator, teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 7) At the seventh indicator, teacher explains how to use examples to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.

Finally, at cycle I, the result of teacher's observation showed in the first meeting, the teacher did the activities about 6 (85.7%), in the second meeting, the teacher did the activities about 6 (85.7%), in the third meeting, the teacher did the all the activities 7 (100%). Total score of cycle I was 19 (90.48%) can be categorized good.

#### **b. The Result of Students' Observation Sheet**

As long as the teacher did the treatment, the collaborator observed not only the teacher's activities but also the students' activities. The result of the students' observation is presented below:

**Table IV.6**  
**The Result of Students' Observation**

No	Students' Activities	Meting 1		Meting 2		Meting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Students use a short definition with a verb "to be" to understand the texts	20	10	20	10	21	9	61	29
2	Students use appositives to understand the texts	16	14	16	14	16	14	48	42
3	Students use clauses to understand the texts	16	14	16	14	16	14	48	42
4	Students use punctuations to understand the texts	18	12	18	12	18	12	54	36
5	Students use contrasts to understand the texts	16	14	16	14	16	14	48	42
6	Students use synonyms (Usually expressed in a word "or") to understand the texts	16	14	18	12	18	12	52	38
7	Students use examples to understand the texts	0	30	0	30	14	16	14	76
<b>Total</b>		<b>102</b>	<b>108</b>	<b>104</b>	<b>106</b>	<b>119</b>	<b>91</b>	<b>325</b>	<b>305</b>
<b>Percentage</b>		<b>48.57</b>	<b>51.43</b>	<b>49.52</b>	<b>50.48</b>	<b>56.67</b>	<b>43.33</b>	<b>51.59</b>	<b>48.41</b>
								<b>Less</b>	

Based on table IV.6, the result of students' observation after observing for three times can be explained as follow:

- 1) At indicator 1, the students use a short definition with a verb "to be" to identify the meaning of unfamiliar words after observing for three times, it was gotten score 61 (67.78%) with enough category.
- 2) At indicator 2, the students use appositives identify the meaning of unfamiliar words after observing for three times, it was gotten score 48 (53.33%) with less category.
- 3) At indicator 3, students use clauses identify the meaning of unfamiliar words after observing for three times, it was gotten score 48 (53.33%) with less category
- 4) At indicator 4, students use punctuations to identify the meaning of unfamiliar words after observing for three times, it was gotten score 54 (60%) with enough category
- 5) At indicator 5, students use contrasts to identify the meaning of unfamiliar words after observing for three times, it was gotten score 48 (53.33%) with less category
- 6) At indicator 6, Students use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words after observing for three times, it was gotten score 38 (57.78%) with bad category
- 7) At indicator 7, Students use examples to identify the meaning of unfamiliar words after observing for three times, it was gotten score 14 (15.56%) with bad category

Furthermore, the students activities in cycle I for the first meeting was 102 (48.57%), in the second meeting was 104 (49.52%) and in the third meeting was 119 (56.67%). Totally, students' activity in the cycle I got score 325 (51.59%) can be categorized less.

### c. The Result of Post-Test

After giving the treatment, the researcher gave post-test to the students. It was done to know the improvement of the students' vocabulary mastery. The result of the students' vocabulary mastery score at cyle I cn be seen as follows:

**Table IV.7**  
**The Students' Score in the Post-test of Cycle I**

No	Name	Indicators						Total Score	Categories
		Noun	Score	Adjective	Score	Verb	Score		
1	<i>Student 1</i>	2	20	3	30	3	30	80	Good to Excellent
2	<i>Student 2</i>	2	20	2	20	3	30	70	Average to Good
3	<i>Student 3</i>	2	20	2	20	2	20	60	Average to Good
4	<i>Student 4</i>	2	20	3	30	3	30	80	Good to Excellent
5	<i>Student 5</i>	1	10	2	20	2	20	50	Poor to Average
6	<i>Student 6</i>	2	20	2	20	3	30	70	Average to Good
7	<i>Student 7</i>	2	20	2	20	3	30	70	Average to Good
8	<i>Student 8</i>	2	20	1	10	2	20	50	Poor to Average
9	<i>Student 9</i>	2	20	2	20	3	30	70	Average to Good
10	<i>Student 10</i>	2	20	2	20	3	30	70	Average to Good
11	<i>Student 11</i>	2	20	2	20	3	30	70	Average to Good
12	<i>Student 12</i>	1	10	1	10	1	10	30	Poor
13	<i>Student 13</i>	2	20	2	20	3	30	70	Average to Good
14	<i>Student 14</i>	2	20	1	10	3	30	60	Average to Good
15	<i>Student 15</i>	2	20	2	20	2	20	60	Average to Good
16	<i>Student 16</i>	2	20	2	20	3	30	70	Average to Good
17	<i>Student 17</i>	2	20	2	20	2	20	60	Average to Good
18	<i>Student 18</i>	2	20	2	20	3	30	70	Average to Good
19	<i>Student 19</i>	2	20	2	20	2	20	60	Average to Good
20	<i>Student 20</i>	2	20	2	20	3	30	70	Average to Good
21	<i>Student 21</i>	2	20	2	20	2	20	60	Average to Good

22	<i>Student 22</i>	2	20	3	30	1	10	60	Average to Good
23	<i>Student 23</i>	2	20	2	20	3	30	70	Average to Good
24	<i>Student 24</i>	2	20	2	20	3	30	70	Average to Good
25	<i>Student 25</i>	2	20	2	20	2	20	60	Average to Good
26	<i>Student 26</i>	2	20	2	20	3	30	70	Average to Good
27	<i>Student 27</i>	2	20	2	20	2	20	60	Average to Good
28	<i>Student 28</i>	2	20	2	20	3	30	70	Average to Good
29	<i>Student 29</i>	2	20	1	10	3	30	60	Average to Good
30	<i>Student 30</i>	2	20	2	20	2	20	60	Average to Good
<b>Total</b>		<b>58</b>	<b>580</b>	<b>59</b>	<b>590</b>	<b>76</b>	<b>760</b>	<b>1930</b>	
<b>Average Score</b>			<b>19.33</b>		<b>19.67</b>		<b>25.33</b>	<b>64.33</b>	<b>Average to Good</b>

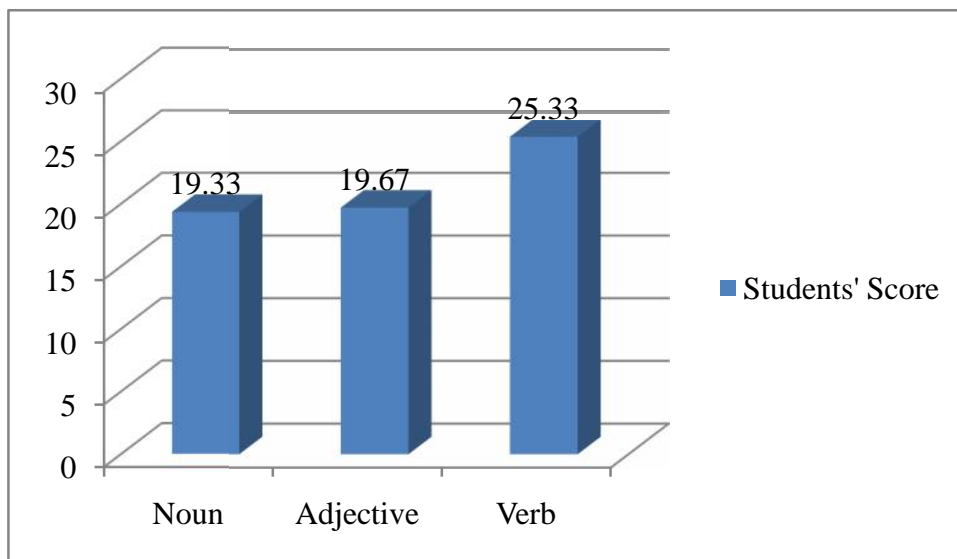
Based on the table IV.7, it can be seen that the total of the students' score in post-test of cycle I was 1930 with average score was 64.33 in average to good category. To know the percentage of the students' score can be seen from the table below:

**Table IV.8**  
**The Percentage of the Students' Score in the Post-test of Cycle I**

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	2	6.67%
2	60 - 79	Average to Good	25	83.33%
3	50 - 59	Poor to Average	2	6.67%
4	0 - 49	Poor	1	3.33%
<b>Total</b>			<b>30</b>	<b>100%</b>

Based on the table IV.8, it can be seen that there were 2 students (6.67%) got good to excellent category, 25 students (83.33%) got average to good category, 2 students (6.67%) got poor to average category and 1 student (6.67%) poor category. To know the graphic of students' score can be seen as follows:

**Graphic IV.2**  
**The Students' Score in all Indicators**



#### **4. Reflection**

Reflection in cycle I was gotten from the result of the data analysis for teacher's and students' activities during teaching and learning process and the students' vocabulary mastery score. This step was to know the improvements and weaknesses of the teaching and learning process in the cycle I. the improvements and weaknesses can be explained as follows:

##### **1) The Improvement**

The improvement of the teaching and learning process at the cycle I can be known as follows:

- a) By using guessing words technique, teaching and learning process become fun and enjoy. This condition raises the students' motivation in learning.
- b) By using guessing words technique, the students had braveness to identify the meaning of unfamiliar words.

- c) By using guessing words technique, the students' vocabulary mastery score improve from pre-test to cyle I about 6.66 poin  
(64.33 - 57.67 = 6.66).
- d) By using guessing words technique, the teacher is helped to teach vocabulary to the students easiliy.

## 2) The Weaknesses

The weaknesses of the teaching and learning process at the cyle I can be known as follows:

- a) Some of the students still had difficulties to identify the verb by using guessing words technique
- b) Some of the students still had difficulties to identify the meaning of unfamiliar words using guessing words technique
- c) Some of the students still had difficulties to identify the synonyms or antonym by using guessing words technique
- d) Some of the students still had difficulties to identify the adjective by using guessing words technique
- e) The teacher did not do at the seventh indicator yet that is teacher explains how to use examples to identify the meaning of unfamiliar words.
- f) The students also did not do some activities such as the students use appositives identify the meaning of unfamiliar words after observing for three times got less category, students use clauses identify the meaning of unfamiliar words after observing for three

times got less category, students use contrasts to identify the meaning of unfamiliar words after observing for three times got less category, etc

- g) The students' vocabulary mastery score do not reach the criteria of minimum passing score (70) yet .

## 5. Field Note

**Table IV.9**  
**Field Note of the Teacher and Students' Activities in Cycle I**

Meeting	Date	Notes	
		Teacher	Students
I	Tuesday, 12 July 2011	Teacher explains how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words	Students give attention to the teacher explanation how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words but most of the studnets do not give attention to the teacher
		Teacher explains how to use appositives identify the meaning of unfamiliar words	Students give attention to the teacher explanation how to use appositives identify the meaning of unfamiliar words but most of the studnets do not give attention to the teacher
		Teacher explains how to use clauses identify the meaning of unfamiliar words	Most of the students find difficuties use clauses to identify the meaning of unfamiliar words
		Teacher explains how to use punctuations to identify the meaning of unfamiliar words	Most of the students find difficuties how to use punctuations to identify the meaning of unfamiliar words
		Teacher explains how to use contrasts to identify the meaning of unfamiliar words	Most of the students find difficuties how to use contrasts to identify the meaning of unfamiliar words
		Teacher explains how to use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words	Most of the students find difficuties how to use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words
II	Thursday, 14 July 2011	Teacher explains how to use a short definition with a verb "to be" to identify the meaning of	All sstudents give attention to the teacher explanation how to use a short definition with a verb



		unfamiliar words	“to be” to identify the meaning of unfamiliar words
		Teacher explains how to use appositives identify the meaning of unfamiliar words	Students give attention to the teacher explanation how to use appositives identify the meaning of unfamiliar words
		Teacher explains how to use clauses identify the meaning of unfamiliar words	Most of the students find difficulties use clauses to identify the meaning of unfamiliar words
		Teacher explains how to use punctuations to identify the meaning of unfamiliar words	Most of the students find difficulties how to use punctuations to identify the meaning of unfamiliar words
		Teacher explains how to use contrasts to identify the meaning of unfamiliar words	Most of the students find difficulties how to use contrasts to identify the meaning of unfamiliar words
		Teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words	Most of the students find difficulties how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words
III	Tuesday, 18 July 2011	Teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words	All students give attention to the teacher explanation how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words
		Teacher explains how to use appositives identify the meaning of unfamiliar words	All sstudents give attention to the teacher explanation how to use appositives identify the meaning of unfamiliar words
		Teacher explains how to use clauses identify the meaning of unfamiliar words	Some of the students find difficulties use clauses to identify the meaning of unfamiliar words
		Teacher explains how to use punctuations to identify the meaning of unfamiliar words	Some of the students find difficulties how to use punctuations to identify the meaning of unfamiliar words
		Teacher explains how to use contrasts to identify the meaning of unfamiliar words	Some of the students find difficulties how to use contrasts to identify the meaning of unfamiliar words
		Teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words	Some of the students find difficulties how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words
		Teacher explains how to use examples to identify the meaning of unfamiliar words	Most of the students find difficulties how to use examples to identify the meaning of unfamiliar words

## **D. Cycle II**

### **1. Planning**

In this step, the researcher prepared some tools of teaching and learning by using guessing words technique to improve the weaknesses of the teaching and learning process at the cycle I. The steps were planned as follows:

- a. The teacher should do all the activities by using guessing words technique perfectly.
- b. The teacher should be able to understand some of the students that had difficulties to identify the verb by using guessing words technique.
- c. The teacher should be able to understand some of the students had difficulties to identify the meaning of unfamiliar words using guessing words technique.
- d. The teacher should be able to understand some of the students had difficulties to identify the synonyms or antonym by using guessing words technique.
- e. The teacher should be able to understand some of the students had difficulties to identify the adjective by using guessing words technique.
- f. The teacher should be able to motivate some of the students to do all activities in teaching and learning using guessing words technique.
- g. The students' vocabulary mastery score should reach the criteria of minimum passing score (70).

## **2. Action**

### **a. Meeting 1**

Cycle II, meeting 1 was conducted on Thursday, 21 July 2011. Teaching and learning process was followed by all the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting and asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using guessing words technique. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the first meeting by using guessing words technique can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior knowledge, the researcher gave the students a topic and asked them to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students' ways in understanding the topic, the researcher introduced guessing words technique to the students. Teacher explained how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words. Teacher explained how to use appositives to identify the meaning of unfamiliar words. Teacher explained how to use clauses to identify the meaning of unfamiliar words. Teacher explained how to use punctuations to identify the meaning of unfamiliar words. Teacher explained how to use contrasts to identify the meaning of unfamiliar words. Teacher explained how to use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words. Teacher explained how to use examples to identify the meaning of unfamiliar words. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

#### **b. Meeting 2**

Cycle II, meeting 2 was conducted on Tuesday, 26 July 2011. Teaching and learning process was followed by all the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting and asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using guessing words technique. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using guessing words technique can be described that in pre-activities, the lesson started by saying "good morning" to the students who were still fresh because the class was held in the morning. Then the researcher built up the students' condition by asking "how are you today?", then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students' motivation and to have good attitude when teaching and learning process.

After asking the students' prior knowledge, the researcher gave the students a topic and asked them to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students' ways in understanding the topic, the researcher introduced guessing words technique to the students. Teacher explained how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words. Teacher explained how to use appositives to identify the meaning of unfamiliar words.

Teacher explained how to use clauses to identify the meaning of unfamiliar words. Teacher explained how to use punctuations to identify the meaning of unfamiliar words. Teacher explained how to use contrasts to identify the meaning of unfamiliar words. Teacher explained how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words. Teacher explained how to use examples to identify the meaning of unfamiliar words. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

### **c. Meeting 3**

Cycle II, meeting 3 was conducted on Thursday, 28 July 2011. Teaching and learning process was followed by all the students at the grade eight of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency. The teaching and learning process referred to curriculum and lesson plan that have been prepared before.

In this stage, the researcher applied three phases that consisted of pre-activities about 15 minutes, whilst activities about 40 minutes, and post-activities about 15 minutes. In the pre-activities, the researcher began the lesson by greeting and asking the students about condition, checking students' attendance, submitting the target of study. Meanwhile, in whilst activities, the researcher presented the lesson, practiced and produced the materials by using guessing words technique. In post activities, the researcher summarized the material and did evaluation.

The process of teaching and learning in the second meeting by using guessing words technique can be described that in pre-activities, the lesson started by saying “good morning” to the students who were still fresh because the class was held in the morning. Then the researcher built up the students’ condition by asking “how are you today?”, then the researcher explained on how important vocabulary mastery in learning English. This activity was necessary in order to build up students’ motivation and to have good attitude when teaching and learning process.

After asking the students’ prior knowledge, the researcher gave the students a topic and asked them to understand the topic. The students tried to understand the topic by discussing with their friend in pair. After analyzing the students’ ways in understanding the topic, the researcher introduced guessing words technique to the students. Teacher explained how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words. Teacher explained how to use appositives to identify the meaning of unfamiliar words. Teacher explained how to use clauses to identify the meaning of unfamiliar words. Teacher explained how to use punctuations to identify the meaning of unfamiliar words. Teacher explained how to use contrasts to identify the meaning of unfamiliar words. Teacher explained how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words. Teacher explained how to use examples to identify the meaning of unfamiliar words. In the post activities of the teaching and learning in the first meeting, the researcher summarized the material and did evaluation.

### 3. Observation

#### a. The Result of Teacher's Observation Sheet

As long as the teacher did the treatment, the collaborator observed the teacher's activities. The result of the teacher's observation is presented below:

**Table IV.10**  
**The Result of Teacher's Observation**

No	Teacher's Activities	Meeting 1		Meeting 2		Meeting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher explains how to use a short definition with a verb "to be" to understand the texts		-		-		-	3	0
2	Teacher explains how to use appositives to understand the texts		-		-		-	3	0
3	Teacher explains how to use clauses to understand the texts		-		-		-	3	0
4	Teacher explains how to use punctuations to understand the texts		-		-		-	3	0
5	Teacher explains how to use contrasts to understand the texts		-		-		-	3	0
6	Teacher explains how to use synonyms (Usually expressed in a word "or") to understand the texts		-		-		-	3	0
7	Teacher explains how to use examples to understand the texts		-		-		-	3	0
<b>Total</b>		<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>21</b>	<b>0</b>
<b>Percentage</b>		<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>	<b>100</b>	<b>0</b>
<b>Category</b>								<b>Good</b>	

Based on table IV.10, the result of teacher's observation showed in the first, second and third meetings can be explained as follows:

- 1) At first indicator shows that teacher explains how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students



gave attention to the teacher. The cards were very interest for the students. Therefore, the observer gave the score by using alternative answer “Yes”.

- 2) At the second indicator shows that teacher explains how to use appositives identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 3) At the third indicator, teacher explains how to use clauses identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 4) At the fourth indicator, teacher explains how to use punctuations to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 5) At the fifth indicator, teacher explains how to use contrasts to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.
- 6) At the sixth indicator, teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words.

The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.

- 7) At the seventh indicator, teacher explains how to use examples to identify the meaning of unfamiliar words. The teacher gave explanation clearly. Most of the students gave attention to the teacher. Therefore, the observer gave the score by using alternative answer “Yes”.

Furthermore, the teacher’s activities at cycle II in the first meeting was 7 (100%), in the second meeting was 7 (100%) and in the third meeting was 7 (100%). Totally, the score of teacher’s activity in the cycle II was 21 (100%) can be categorized good.

#### **b. The Result of Students’ Observation Sheet**

As long as the teacher did the treatment, the collaborator observed not only the teacher’s activities but also the students’ activities. The result of the students’ observation is presented below:

**Table IV.11**  
**The Result of Students’ Observation**

No	Students’ Activities	Meting 1		Meting 2		Meting 3		Total	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Students use a short definition with a verb “to be” to understand the texts	22	8	23	7	26	4	71	19
2	Students use appositives to understand the texts	19	11	22	8	26	4	67	23
3	Students use clauses to understand the texts	18	12	20	10	26	4	64	26

4	Students use punctuations to understand the texts	19	11	21	9	25	5	65	25
5	Students use contrasts to understand the texts	18	12	22	8	25	5	65	25
6	Students use synonyms (Usually expressed in a word "or") to understand the texts	18	12	20	10	24	6	62	28
7	Students use examples to understand the texts	16	14	19	11	22	8	57	33
<b>Total</b>		<b>130</b>	<b>80</b>	<b>147</b>	<b>63</b>	<b>174</b>	<b>36</b>	<b>451</b>	<b>179</b>
<b>Percentage</b>		<b>61.90</b>	<b>38.10</b>	<b>70</b>	<b>30</b>	<b>82.86</b>	<b>17.14</b>	<b>71.59</b>	<b>28.41</b>
<b>Category</b>								<b>Enough</b>	

Based on table IV.11, the result of students' observation after observing for three times can be explained as follow:

- 1) At indicator 1, the students use a short definition with a verb "to be" to identify the meaning of unfamiliar words after observing for three times, it was gotten score 71 (78.89%) with good category.
- 2) At indicator 2, the students use appositives identify the meaning of unfamiliar words after observing for three times, it was gotten score 67 (74.44%) with enough category.
- 3) At indicator 3, students use clauses identify the meaning of unfamiliar words after observing for three times, it was gotten score 64 (71.11%) with enough category
- 4) At indicator 4, students use punctuations to identify the meaning of unfamiliar words after observing for three times, it was gotten score 65 (72.22%) with enough category

- 5) At indicator 5, students use contrasts to identify the meaning of unfamiliar words after observing for three times, it was gotten score 65 (72.22%) with enough category
- 6) At indicator 6, Students use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words after observing for three times, it was gotten score 62 (68.89%) with enough category
- 7) At indicator 7, Students use examples to identify the meaning of unfamiliar words after observing for three times, it was gotten score 57 (63.33%) with enough category.

Furthermore, the students activities in cycle I for the first meeting was 130 (61.90%), in the second meeting was 147 (70%) and in the third meeting was 174 (82.86%). Totally, students’ activity in the cycle I got score 451 (71.59%) can be categorized enough.

### c. The Result of Post-Test

The result of students’ vocabulary mastery at post-test of cycle II can be seen as follows:

**Table IV.12**  
**The Students’ Score in the Post-test of Cycle II**

No	Name	Indicators						Total Score	Categories
		Noun	Score	Adjective	Score	Verb	Score		
1	<i>Student 1</i>	3	30	3	30	4	40	100	Good to Excellent
2	<i>Student 2</i>	3	30	2	20	4	40	90	Good to Excellent
3	<i>Student 3</i>	2	20	2	20	2	20	60	Average to Good
4	<i>Student 4</i>	2	20	2	20	4	40	80	Good to Excellent
5	<i>Student 5</i>	2	20	3	30	3	30	80	Good to Excellent

6	<i>Student 6</i>	2	20	2	20	3	30	70	Average to Good
7	<i>Student 7</i>	2	20	3	30	4	40	90	Good to Excellent
8	<i>Student 8</i>	2	20	3	30	2	20	70	Average to Good
9	<i>Student 9</i>	3	30	2	20	3	30	80	Good to Excellent
10	<i>Student 10</i>	2	20	3	30	4	40	90	Good to Excellent
11	<i>Student 11</i>	2	20	3	30	4	40	90	Good to Excellent
12	<i>Student 12</i>	3	30	2	20	2	20	70	Average to Good
13	<i>Student 13</i>	3	30	3	30	3	30	90	Good to Excellent
14	<i>Student 14</i>	2	20	2	20	3	30	70	Average to Good
15	<i>Student 15</i>	2	20	2	20	4	40	80	Good to Excellent
16	<i>Student 16</i>	2	20	3	30	3	30	80	Good to Excellent
17	<i>Student 17</i>	2	20	2	20	2	20	60	Average to Good
18	<i>Student 18</i>	2	20	2	20	3	30	70	Average to Good
19	<i>Student 19</i>	2	20	2	20	2	20	60	Average to Good
20	<i>Student 20</i>	3	30	3	30	3	30	90	Good to Excellent
21	<i>Student 21</i>	2	20	2	20	2	20	60	Average to Good
22	<i>Student 22</i>	3	30	3	30	3	30	90	Good to Excellent
23	<i>Student 23</i>	2	20	2	20	3	30	70	Average to Good
24	<i>Student 24</i>	3	30	3	30	3	30	90	Good to Excellent
25	<i>Student 25</i>	2	20	3	30	2	20	70	Average to Good
26	<i>Student 26</i>	3	30	3	30	3	30	90	Good to Excellent
27	<i>Student 27</i>	3	30	2	20	2	20	70	Average to Good
28	<i>Student 28</i>	3	30	3	30	4	40	100	Good to Excellent
29	<i>Student 29</i>	2	20	2	20	3	30	70	Average to Good
30	<i>Student 30</i>	3	30	3	30	2	20	80	Good to Excellent
<b>Total</b>		<b>72</b>	<b>720</b>	<b>75</b>	<b>750</b>	<b>89</b>	<b>890</b>	<b>2360</b>	
<b>Average Score</b>			<b>24</b>		<b>25</b>		<b>29.67</b>	<b>78.67</b>	<b>Average to Good</b>

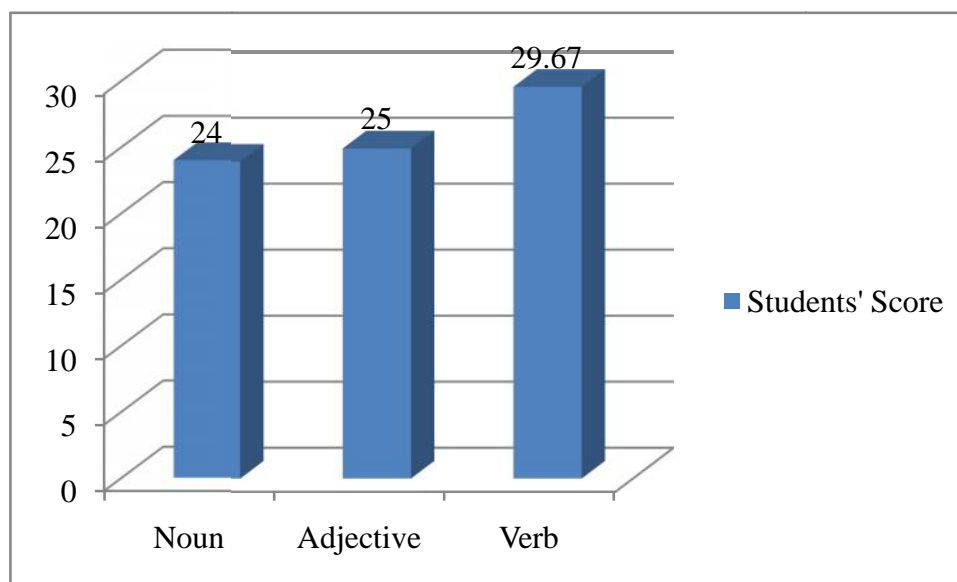
Based on the table IV.12, it can be seen that the total of the students' score in post-test of cycle II was 2360 with average score was 78.67 in average to good category. To know the percentage of the students' score can be seen from the table below:

**Table IV.13**  
**The Percentage of the Students' Score in the Post-test of Cycle I**

No	Range Score	Category	Frequency	Percentage
1	80 - 100	Good to Excellent	17	56.67%
2	60 - 79	Average to Good	13	43.33%
3	50 - 59	Poor to Average	0	0%
4	0 - 49	Poor	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>

Based on the table IV.12, it can be seen that there were 17 students (56.67%) got good to excellent category, 13 students (43.33%) got average to good category, and no one of the students got poor to average and poor categories. To know the graphic of students' score can be seen as follows:

**Graphic IV.3**  
**The Students' Score in all Indicators**



#### 4. Reflection

In this stage, the researcher analyzes the teaching and learning process in the cycle I to know the improvement of teaching and learning process in the cycle II. After analyzing the cycle II, it can be known that the improvement and the weakness of the cycle I as follows:

a. The Teacher's Activities

The weakness of the teacher was at the seventh indicator, teacher explains how to use examples to identify the meaning of unfamiliar words has been done perfectly at cycle II. By doing this indicator means that teacher did all the indicators of teaching and learning by using guessing words technique.

b. The Students' Activities

- 1) At indicator 2, the students use appositives identify the meaning of unfamiliar words after observing for three times got enough category.
- 2) At indicator 3, students use clauses identify the meaning of unfamiliar words after observing for three times got enough category
- 3) At indicator 5, students use contrasts to identify the meaning of unfamiliar words after observing for three times got enough category
- 4) At indicator 6, Students use synonyms (Usually expressed in a word "or") to identify the meaning of unfamiliar words after observing for three times got enough category

- 5) At indicator 7, Students use examples to identify the meaning of unfamiliar words after observing for three times got enough category.

c. The students' Score

Classically, the average of students' vocabulary score t post-test of cycle II was 2360 with average score was 78.67 in the range of score was 60 - 79 in average to good category.

Based on the research findings above, it can be known that the teacher did all the activities while the students' activities also did higher than 80%. In addition, the average of the students' vocabulary mastery score reached the criteria of minimum passing score (70). Furthermore, from these results, the researcher considered to finish the research in cycle II.

## 5. Field Note

**Table IV.14**  
**Field Note of the Teacher and Students' Activities in Cycle II**

Meeting	Date	Notes	
		Teacher	Students
I	Thursday, 21 July 2011	Teacher explains how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words	All students give attention to the teacher explanation how to use a short definition with a verb "to be" to identify the meaning of unfamiliar words
		Teacher explains how to use appositives identify the meaning of unfamiliar words	All students give attention to the teacher explanation how to use appositives identify the meaning of unfamiliar words
		Teacher explains how to use clauses identify the meaning of unfamiliar words	Some of the students find difficulties use clauses to identify the meaning of unfamiliar words
		Teacher explains how to use punctuations to identify the meaning of unfamiliar words	Some of the students find difficulties how to use punctuations to identify the meaning of unfamiliar words



		Teacher explains how to use contrasts to identify the meaning of unfamiliar words	Some of the students find difficulties how to use contrasts to identify the meaning of unfamiliar words
		Teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words	Some of the students find difficulties how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words
		Teacher explains how to use examples to identify the meaning of unfamiliar words	Some of the students find difficulties how to use examples to identify the meaning of unfamiliar words
II	Tuesday, 26 July 2011	Teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words	All students give attention to the teacher explanation how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words
		Teacher explains how to use appositives identify the meaning of unfamiliar words	Students give attention to the teacher explanation how to use appositives identify the meaning of unfamiliar words
		Teacher explains how to use clauses identify the meaning of unfamiliar words	Some of the students are able to use clauses to identify the meaning of unfamiliar words
		Teacher explains how to use punctuations to identify the meaning of unfamiliar words	Some of the students are able to use punctuations to identify the meaning of unfamiliar words
		Teacher explains how to use contrasts to identify the meaning of unfamiliar words	Some of the students are able to use contrasts to identify the meaning of unfamiliar words
		Teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words	Some of the students are able to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words
		Teacher explains how to use examples to identify the meaning of unfamiliar words	Some of the students are able to use examples to identify the meaning of unfamiliar words
III	Thursday, 28 July 2011	Teacher explains how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words	All students give attention to the teacher explanation how to use a short definition with a verb “to be” to identify the meaning of unfamiliar words
		Teacher explains how to use appositives identify the meaning of unfamiliar words	All students give attention to the teacher explanation how to use appositives identify the meaning of unfamiliar words
		Teacher explains how to use clauses identify the meaning of unfamiliar words	Most of the students are able to use clauses to identify the meaning of unfamiliar words
		Teacher explains how to use punctuations to identify the meaning of unfamiliar words	Most of the students are able to use punctuations to identify the meaning of unfamiliar words
		Teacher explains how to use	Most of the students are able to

		contrasts to identify the meaning of unfamiliar words	use contrasts to identify the meaning of unfamiliar words
		Teacher explains how to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words	Most of the students are able to use synonyms (Usually expressed in a word “or”) to identify the meaning of unfamiliar words
		Teacher explains how to use examples to identify the meaning of unfamiliar words	Most of the students are able to use examples to identify the meaning of unfamiliar words

### E. Data Analysis

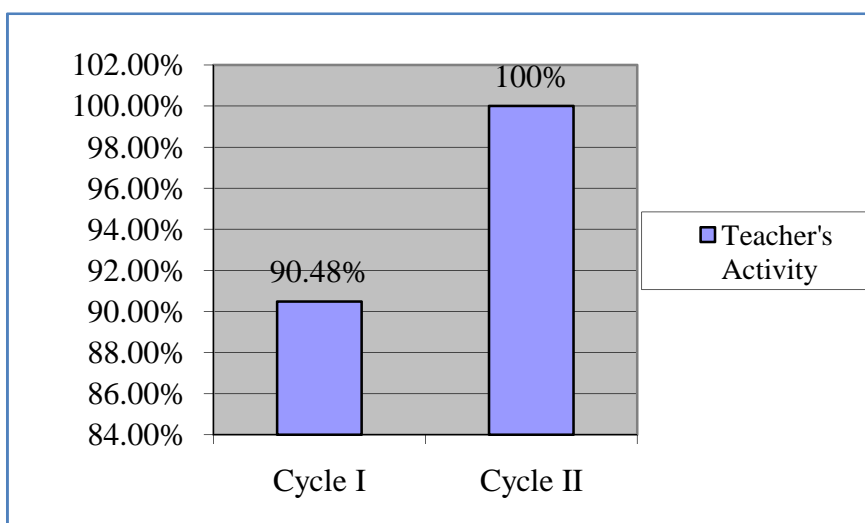
In this step, the description of the results above are analyzed. The result of teacher’s activities can be seen below:

**Table IV.15**  
**The Recapitulation of Teacher’s Observation**

No	Teacher’s Activities	Cycle I		Cycle II		Percentage	
		Yes	No	Yes	No	Yes	No
1	Teacher explains how to use a short definition with a verb “to be” to understand the texts	3	0	3	0	100%	0%
2	Teacher explains how to use appositives to understand the texts	3	0	3	0	100%	0%
3	Teacher explains how to use clauses to understand the texts	3	0	3	0	100%	0%
4	Teacher explains how to use punctuations to understand the texts	3	0	3	0	100%	0%
5	Teacher explains how to use contrasts to understand the texts	3	0	3	0	100%	0%
6	Teacher explains how to use synonyms (Usually expressed in a word “or”) to understand the texts	3	0	3	0	100%	0%
7	Teacher explains how to use examples to understand the texts	1	2	3	0	66.67%	33.33%
<b>Total</b>		<b>19</b>	<b>2</b>	<b>21</b>	<b>0</b>	<b>95.24%</b>	<b>4.76%</b>
<b>Percentage</b>		<b>90.48%</b>	<b>9.52%</b>	<b>100%</b>	<b>0%</b>		

Based on table IV.15, it can be seen that the result of teacher's observation in cycle I showed that the teacher did 19 (90.48%) of the activities. While in cycle II, the teacher did all the activities 21 (100%). From the result, the improvement of teacher's activities can be seen from the graphic below:

**Graphic IV.4**  
**The Improvement of Teacher's Activity**



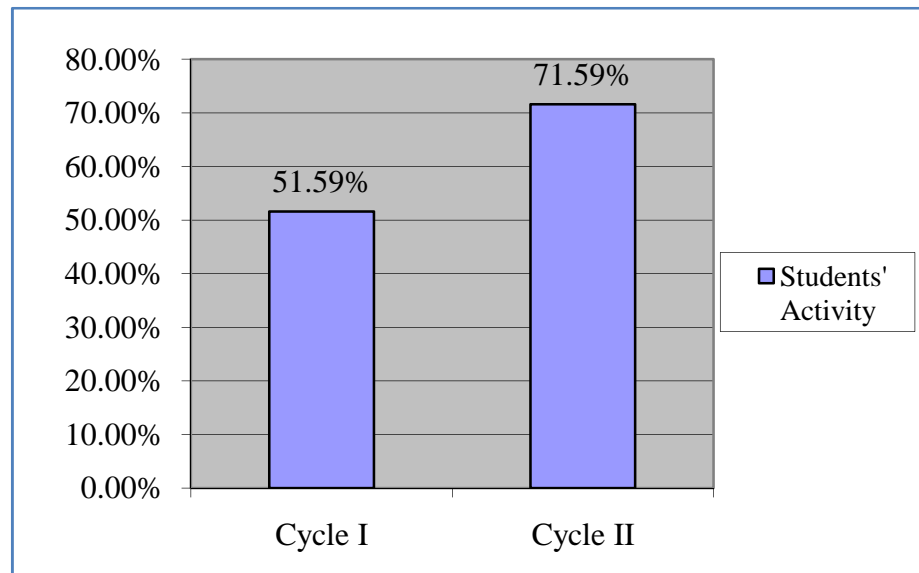
Based on the graphic IV.4, cycle I showed that the teacher did 19 (90.48%) of the activities. While in cycle II, the teacher did all the activities 21 (100%). From the result, the teacher's activity improved 9.52% from cycle I to cycle II. In addition, to know the improvement of students' activities can be seen from the table below:

**Table IV.16**  
**The Recapitulation of Students' Observation**

No	Students' Activities	Cycle I		Cycle II		Percentage	
		Yes	No	Yes	No	Yes	No
1	Students use a short definition with a verb "to be" to understand the texts	61	29	71	19	73.33%	26.67%
2	Students use appositives to understand the texts	48	42	67	23	63.89%	36.11%
3	Students use clauses to understand the texts	48	42	64	26	62.22%	37.78%
4	Students use punctuations to understand the texts	54	36	65	25	66.11%	33.89%
5	Students use contrasts to understand the texts	48	42	65	25	62.78%	37.22%
6	Students use synonyms (Usually expressed in a word "or") to understand the texts	52	38	62	28	63.33%	36.67%
7	Students use examples to understand the texts	14	76	57	33	39.44%	60.56%
<b>Total</b>		<b>325</b>	<b>305</b>	<b>451</b>	<b>179</b>	<b>61.59%</b>	<b>38.41%</b>
<b>Percentage</b>		<b>51.59%</b>	<b>48.41%</b>	<b>71.59%</b>	<b>28.41%</b>		

Based on the graphic IV.16, the students' activity score in the cycle I was 325 (51.59%), in the cycle II, the students' activities score was 451 (71.59%). From the result, the improvement of students' activities can be seen from the graphic below:

**Graphic IV.5**  
**The Improvement of Students' Activity**



Based on the graphic IV.5, cycle I showed that the students did 325 (51.59%), in the cycle II, the students' activities score was 451 (71.59%). From the result, the students' activity improved 126 (20%) from cycle I to cycle II. In addition, to know the improvement of students' vocabulary mastery score can be seen from the table below:

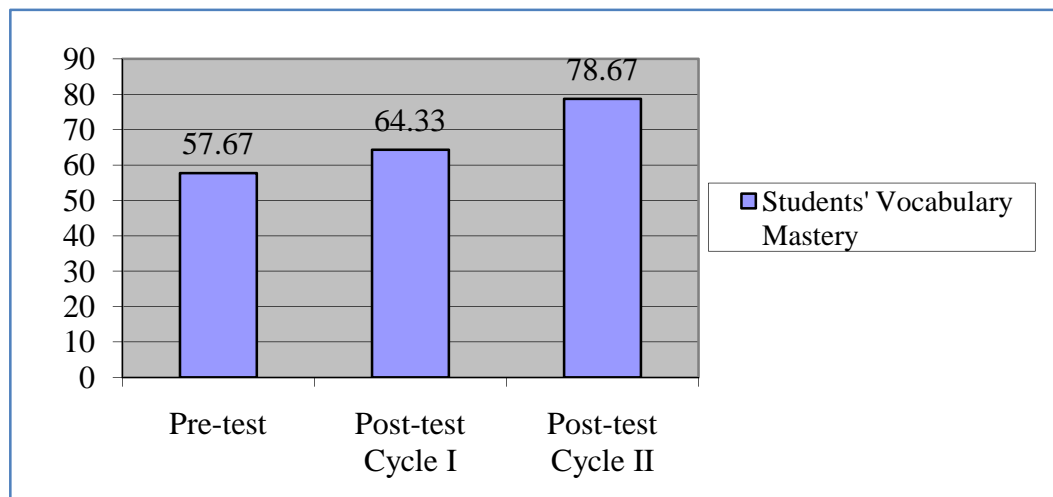
**Table IV.17**  
**The Improvement of Students' Score in Pre-test,**  
**Post-test I and Post-test II**

Pre-test	Post-test I	Post test II	Increase from Pre-test to Post-test I	Increase from Post-test I to Post-test II
57.67	64.33	78.67	6.67	14.33

Based on the table IV.17, it can be seen that the average of students' vocabulary mastery score in pretest was 57.67, in posttest in cycle I was 64.33 and in posttest in cycle II was 78.67. Furthermore, to know the improvement of the

students' vocabulary mastery score can be seen from graphic below:

**Graphic IV.6**  
**The Improvement of Students' Vocabulary Mastery Score**



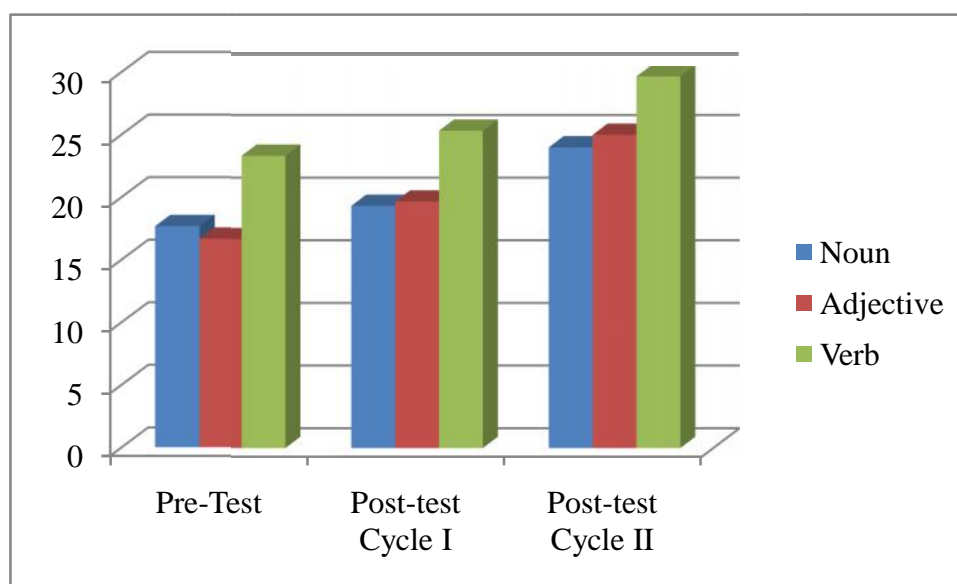
Based on the table IV.17 and graphic IV.6, it can be seen that the average of students' vocabulary mastery score improved 6.67 from pretest to cycle and 14.33 from cycle I to cycle II. From the result above, it can be seen that the students' vocabulary mastery at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency can be improved by using guessing words technique. In addition to know the improvement of students' score in all indicators can be seen as follows:

**Table IV.18**  
**The Improvement of Students' Score in All Indicators**

Indicators	Pre-Test	Post-test Cycle I	Post-test Cycle II	Increase from Pre-test to Post-test I	Increase from Post-test I to Post-test II
Noun	17.67	19.33	24	1.66	4.67
Adjective	16.67	19.67	25	3	5.33
Verb	23.33	25.33	29.67	2	4.34

Based on the table IV.18, it can be seen that the average of students' vocabulary mastery score in all indicator in pre-test are noun score was 17.67, adjective score was 16.67 and verb score was 23.33. In post test of cycle I, noun score was 19.33, adjective score was 19.67 and verb score was 25.33. In post test of cycle II, noun score was 24, adjective score was 25 and verb score was 29.67. Furthermore, to know the improvement of the students' vocabulary mastery score in all indicators can be seen from graphic below:

**Graphic IV.7**  
**The Improvement of Students' Vocabulary Mastery Score in All Indicators**



Based on the table IV.16 and graphic IV.7, it can be seen that the average of students' vocabulary mastery score in all indicators improved from pretest to cycle II. Noun score improved 1.66 from pre test to cycle I and 4.67 from cycle I to cycle II. Adjective score improved 3 from pre test to cycle I and 5.33 from cycle I to cycle II. Verb score also improved 2 from pre test to cycle I and 4.34 from cycle I to cycle II. From the result above, it can be seen that the students'

vocabulary mastery at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency can be improved by using guessing words technique.

#### **F. The Strength and Weakness of the Strategy**

After doing all steps in this research, the writer found some strengths and weaknesses during the treatment by using guessing words technique. The strengths were as in the follow:

- e) By using guessing words technique, the students had braveness to identify the meaning of unfamiliar words.
- f) By using guessing words technique, students can identify the synonyms or anthonym easily
- g) By using guessing words technique, students can identify the adjective easily
- h) By using guessing words technique, students can identify the verb easily

However, the writer also found some weaknesses as in the following:

1. The students who did not braveness in identify the meaning of unfamiliar words had less motivation.
2. Some students were noisy, so the other students had difficulty to concentrate in when teaching and learning process run way.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result of the data analysis in chapter IV, the researcher conclude that the use of guessing words technique can improve the students' vocabulary mastery at the grade seven of Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency.

#### **B. Implications**

The implications of using guessing words technique are not only for the students but also for the teacher, school and for other researchers. For the students, as explained above, using guessing words technique could improve the students' vocabulary mastery and influenced many aspects such as the students' motivation in learning vocabualry, the students felt that the guessing words technique was helpful to improve their vocabualry mastery, the students had braveness to identify the meaning of unfamiliar words, students can identify the synonyms or anthonym, adjective and verb easily.

For the teacher, guessing words technique could improve the English teachers' knowledge and share experiences in improving the students' vocabualry mastery. For the school, guessing words technique gave some inputs for Islamic Junior High School of Ittihadul Muslimin Koto Gasib District Siak Sri Indrapura Regency especially in reaching percentage of the criteria of minimum passing. For other researchers, guessing words technique gave any contribution to other

researchers to expand further research about improving students' vocabulary mastery by using guessing words technique.

### **C. Suggestions**

Based on the conclusions above, there are some suggestions that might be helpful for teacher and students, they are:

1. The teachers should give their best efforts to increase their ability and quality of teaching, especially in teaching vocabulary mastery.
2. It is better for the teacher to make herself/himself sure that the students have understood very well because the ability of the students are not the same.
3. The teachers use simple explanation.
4. The teacher may create their own technique to be applied in the class.
5. It is better for the teacher to use guessing words technique to improve students' vocabulary mastery and create comfortable conditions in the classroom.

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